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ABSTRACT

The Volunteers in Education Project is designed to utilize community volunteers to provide, without charge, various services to the school staff. Other goals are to reinforce the instruction of the teaching staff with volunteers trained for particular service, to offer individual help to students, to make available the talents and resources of the community in order to supplement and enrich the educational program, and to broaden community understanding of school needs and problems. For this interim evaluation, 136 volunteers, 12 principals, and 3 directors were surveyed by use of interviews and questionnaires. The survey was designed to assess the respondents' perceptions of the project in meeting program objectives, as well as assess possible areas where activities and resources could be used more effectively to improve volunteer performance. The seven project objectives are: (1) by use of volunteer tutors, to increase the reading achievement of poor readers by at least six months; (2) by use of volunteer tutors, to increase the understanding of basic concepts and mathematical proficiency, by at least four months, of students with poor mathematical aptitude; (3) teachers in classrooms where volunteers are assigned will increase the amount of time devoted to instructional activities by 20%; (4) use of the libraries and access to a library will increase; (5) teachers in special education classrooms will increase the amount of time devoted to instructional activities and individualized instruction as a result of volunteer help; (6) the number of volunteers will increase by 50% during the first project year; and (7) community resource volunteers will volunteer their services. Activities to achieve these objectives are discussed. (DB)

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Volunteers in Education

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# Interim Evaluation Report

July 1, 1971 - June 30, 1972

Submitted: August 25, 1972

The School District of Kansas City, Missouri
1211 McGee Street
Kansas City, Missouri 64106

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# VOLUNTEERS IN EDUCATION

Interim Evaluation

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Volunteers in Education

Interim Evaluation Report
End of First Project Year
July 1, 1971 - June 30, 1972

## Introduction

The Volunteers in Education Project is an innovative educational program designed to utilize community volunteers to facilitate teaching to reinforce instruction of the students in the School District of Kansas City, Missouri. The aims, purposes, and goal of the Volunteers in Education (V.I.E.) is to provide, without charge, various services to the school staff to relieve them of non-professional duties; to reinforce the instruction of the teaching staff with volunteers trained for particular service; to offer individual help to children in an effort to stimulate their interest, motivation and skills; to supplement and enrich the educational program by making available the talents and resources of the community; and to broaden community understanding of school needs and problems, and therefore promote better school-community relations.

To assess the interim effectiveness of the project at the end of the first year, several methods of data collection and analysis were used: telephone interviews, personal interviews, questionnaires and testimonials. In accordance with project evaluation objectives, some pre-diagnosis and post-testing of students was performed to determine student needs, observation of daily student performance in class was used to assess the influence of volunteer service. Volunteers were assigned to a school in areas of service requested by the school principal.

For purposes of this interim evaluation, 136 volunteers, 12 principals, and 3 directors from the administration were surveyed. Although the survey

sample did not meet all scientific criteria of randomness, attempts were made to sample adult community volunteers, college student volunteers and principals in schools that were located in all sections of the School District of Kansas City, Missouri.

In one special component of volunteer service, a questionnaire was administered to a sample of students and all teachers and volunteers involved. This survey gives a rather complete assessment of the volunteer objectives and impact of this volunteer component.

The interview and questionnaire* schedules were designed to assess respondents' perceptions of V.I.E. performance regarding meeting program objectives as well as assessing possible areas where the project activities and resources could be used more effectively to improve volunteer performance. A summary of these finds will be presented in conjunction with the program evaluation of each objective (where appropriate) and at the end of that section, additional findings will be summarized.

Activities during the 1971-72 school year focused primarily on:

(1) Recruiting volunteers

(2) Interviewing potential volunteers**

(3) Assignment of volunteers**

(4) Training volunteers

(5) Designing materials for volunteer use

Volunteers in Education records indicate the extent of volunteer involvement in the project as:

(1) 1,271 volunteers registered to serve during the 1971-72 school year

* Appendix A
** Appendix B

(2) Of this number 80 volunteers did not complete their assignment

(3) Volunteers were assigned to 75 elementary schools and 14 secondary schools in the district

(4) 1,174 volunteers gave an estimated total of 93,920 hours of volunteer service in schools

(5) 30 volunteers gave 650 hours as Advisory Board members and/or committee persons

(For a summary of volunteer characteristics, see Appendix C.)

Efforts to obtain base-line data to be used as criteria to assess performance in most project objective areas were limited by the unavilability of a general testing program for each student every year and so were not obtained. At the time of this interim evaluation, the Volunteers in Education staff is working in conjunction with a research consultant to assure adequate future measurement of project objectives.

## Objectives

Objective 1:

In schools where volunteers have been requested and assigned as tutors, more than 50% of the students who have been identified as reading four or five years below grade level according to individual diagnostic procedures, will increase their achievement in reading by at least six months, as measured by individual diagnostic procedures.

Activities to Achieve Objective 1:

To achieve this objective, 225 volunteers were assigned as reading tutors in 75 elementary schools, 6 junior high schools and 7 senior high schools, servicing an estimated 1,146 students.

| Tutor Relationship with Student | Number of Volunteers | Est. Number of Students Tutored |
|---|---|---|
| Individual, one-to-one | 118 | 354 |
| Groups of two students | 57 | 342 |
| Groups of three to five students | 50 | 450 |
| Total | 225 | 1,146* |

*Based on 30-35 minutes per tutoring period.

A total of five training and workshop sessions entitled, "Meet the Read Need," were held with 250 volunteers, teachers and principals participating. The sessions were conducted by Dr. Marian Simmons, District Coordinator, Special Instruction, assisted by three reading consultants with specialties in the early primary, middle primary and upper grades. The content of the training sessions was: presentation of the District's approach to reading (Building Word Power), techniques and methods of tutoring reading, and guidelines for volunteers to follow for a more professional performance of their tutoring

service. Each volunteer received a portfolio containing materiald and instructions for making flashcards, game-activities related to reading and communication skills, and the volunteer handbook, "The Vital Volunteer."

As a result of the training,* volunteers acquired the skills to perform the following activities; reinforce students' reading abilities in letter mastery, sight vocabulary and sound-symbol relationships, help students build acceptable speech patterns, and increase vocabulary.

Twenty selected volunteers from six schools in the area attended a 9-hour "Intensive Training Session." They received detailed training in Mechanical Diagnostic Testing in the District's Building Word Power Program and in the use of the special tutoring packets designed by the Reading Staff for Volunteers in Education. Seventeen teachers and six principals participated at different times in the session.

Evaluation of Objective 1:

Of the 136 volunteers surveyed, 55 reported they were involved in tutoring reading (42 community adults and 13 college students). This interim evaluation has several measures to determine whether volunteer activity resulted in increased reading performance of students.

In response to the question, "Do you think you helped your student increase his/her competency by 10-25%, 25-50%, or more than 50%," answers were as follows:

*40 volunteers attended workshops previous to current project year.

| Volunteer Perception of Student Percentage Increase in Competency | Frequency of Responses: College Student Volunteers | Community Volunteers |
|---|---|---|
| 10 to 25% | 3 | 16 |
| 25 to 50% | 3 | 17 |
| More than 50% | 0 | 8 |
| No Answer | 7 | 0 |
| Total | 13 | 41* |

*One additional volunteer response indicated student showed no improvement.

In a special project, 21 high school seniors tutored reading to 21 ninth-grade junior high school students twice a week on a one-to-one basis for one semester. According to pre and post-test findings by this junior high school's counselor, 18 students increased reading performance levels by 6 - 8 months, one remained at the same level, one regressed and one did not continue. Although the tutees were students who generally showed great absenteeism, records indicate they were not absent on days they were to be tutored.

The following testimonial from an elementary school principal, written to the V.I.E. Coordinator, is typical of the positive response of teachers and principals toward volunteer efforts in tutoring reading and math: "The volunteers worked with many of these children in small groups or on an individual basis, helping these children with reading and the mathematics skills. But, the volunteers do much more than this. This 'listen' to the children and help the children build a 'good' self image."

There were no negative testimonials received regarding volunteer tutoring of reading.

In summary, V.I.E. met some of the reading tutoring requests of the District with 225 volunteers. Specific measurement of volunteer influence

on increasing student reading performance by six months was reported in one instance. Other documentation indicates a "significant" impact of volunteers tutoring reading. A more precise determination of this impact, with pre and post-test analysis, will be performed during the 1972-73 school year.

Objective 2:

In schools where volunteers have been requested and assigned as tutors in mathematics, more than 25% of the students who have been identified as two or three years below grade level in understanding basic arithmetical concepts and in mathematical achievement according to individual diagnostic procedures, will increase their understanding of basic concepts and mathematical proficiency by at least four months, as measured by individual diagnostic procedure.

Activities to Achieve Objective 2:

To achieve this objective, 51 volunteers were assigned as math tutors in 44 elementary schools, 2 junior high schools, and 5 senior high schools. Thirty volunteers attended two training workshops for tutoring mathematics. The workshops, entitled, "Pupil + U = SUCCESS," were conducted by Miss Frances Lindsay, District Coordinator of Mathematics for the School District of Kansas City, Missouri. The content of the training sessions was: presentation of new approaches to math and making and using manipulative aids in tutoring math. Each volunteer received a portfolio containing information, instruction and material for making the instructional aids to tutoring and the handbook, "The Vital Volunteer."

As a result of the training, volunteer math tutors acquired skills in assisting students to understand concepts with the use of manipulative aids, practicing arithmetical facts and operations, and reinforcing student performance.

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Evaluation of Objective 2:

A preliminary assessment of effectiveness of volunteers was obtained by questionnaires from 8 college student math tutors, personal interviews with 16 community volunteers, a testimonial from a teacher based on daily observance of student performance, and a counselor's testimonial.

In responding to the statement, "Do you think you helped your student increase his/her competency in the subject matter by 10-25%, 25-50%, or more than 50%," the volunteer responses were as follows:

| Volunteer Perception of Percentage Increase in Student Math Competency | Frequency of Responses | |
|---|---|---|
| | College Volunteers | Community Volunteers |
| 10 - 25% | 3 | 6 |
| 25 - 50% | 4 | 8 |
| More than 50% | 1 | 2 |
| Total | 8 | 16 |

The evaluation testimonials were: Mr. Cross, math teacher at Southwest High School, stated, "Math students were better able to keep up with the class after volunteer tutoring." Mrs. Maxwell, a counselor from Southeast Junior High School, stated, "This morning as we were looking over final grade cards, we were reminded of the good work the volunteer did ...In particular, one student has brought her grade in math up two grade levels since January." The time period for the two level increase was one semester.

In summary, the individual diagnostic procedures employed by a counselor and a teacher indicated some measurement of success in math tutoring while the non-scientific subjective evaluation by volunteers and principals indicated the vital role played by the math tutor in students' achievement.

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Objective 3:

Teachers, in classrooms where volunteers have been assigned, will increase the amount of time devoted to instructional activities by 20% on the day volunteer service is available, as measured by periodic surveys of teachers and volunteers.

Activities to Achieve Objective 3:

To achieve this objective, 356 volunteers (220 in elementary classrooms, 125 in Head Start classrooms and 11 in Follow Through classrooms) were placed in Kansas City, Missouri Public Schools.

Forty-nine* volunteers attended the workshop and training on classroom assistant activities. The workshop, entitled, "Classroom Involvement - Mini or Midi," was presented by Miss Louise Zimmer, Director of Elementary Schools and an "Action Committee" which consisted of three principals, six volunteers and three students. The workshop developed the V.I.E. concept of "the vital volunteer--member of the school team," and emphasized that the volunteer effort could be maximum on behalf of teacher and students.

Each volunteer received a portfolio of materials including information and material for volunteer involvement in the classroom, and the handbook, "The Vital Volunteer." As a result of the training and workshop, volunteers acquired the skills to assist in classroom management, to prepare and use materials supportative to instruction. Volunteers who did not attend the workshops had on-the-job training by his/her supervising teacher.

Fifteen** Head Start volunteers attended the training session entitled, "Understanding the Four-Year Old." The workshop was led by Miss Norma Busch, Director of Head Start and three Head Start educational directors. The

* 90 volunteers attended workshops previous to current project year
** 70 volunteers attended workshops previous to current project year

content of the workshop was: a discussion of the development of the four-year old, the concept of Head Start, and the relationship of parents, teacher's aides and volunteer service to the entire Head Start program. Volunteers received a portfolio of materials to assist them in making their service more meaningful to the children, to the teacher and to themselves, and a copy of the handbook,"The Vital Volunteer."

Evaluation of Objective 3:

This objective was evaluated through a questionnaire to 32 college student volunteers, personal interviews and responses from 15 community volunteers, and principals' and directors' general overall evaluation of the classroom assistant volunteer service. Volunteers were asked to respond to the following question: "Do you think you increased the amount of time teachers had for more pupil instruction by 10-25%, 25-50%, or more than 50%."

| Volunteer Perception of Percentage Increase in Time Teacher had for Pupil Instruction with Volunteer Assistants | Frequency of Response | |
|---|---|---|
| | College Volunteers | Community Volunteers |
| 10 - 25% | 11 | 4 |
| 25 - 50% | 7 | 9 |
| More than 50% | 2 | 2 |
| Total | 20 | 15 |

Principals' evaluation of this objective reported that teachers indicated volunteer service significantly increased the time they had for pupil instruction. In addition, they reported classroom assistants have performed important drill activities for slow learning students under the teachers' supervision. The principals also indicated the usefulness of classroom assistants by requesting more of this type of volunteer service during the next school year.

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The Educational Director of Head Start, after talking with her teachers, estimated that on days when volunteer service was available teachers could devote 40% more time to classroom instruction.

In summary, the past year's activities achieving this objective have been primarily at meeting the requests for classroom assistants. Minimum emphasis has been placed on exact evaluation of this objective. During the next year a more adequate measurement of this objective will be achieved.

Objective 4:

During the first project year at least 65% of all students in elementary and junior high schools in the Kansas City, Missouri School District will have access to a library in their own school resulting in increased use of available resources. In schools where libraries have existed, attendance in the library or resource center will be increased by 20% and in these same libraries, circulation of material will be increased by 40%. In schools where libraries have not existed in the past, measurement will have to be deferred until comparative figures can be obtained.

Activities to Achieve Objective 4:

To achieve this objective, 327 volunteers were placed in schools as library and resource center assistants. Sixty-five volunteers attended two workshop sessions in preparation for their activities. The workshops, entitled "Hooked on Books," was presented by Mrs. Marnie Neal, District Coordinator for School Libraries, assisted by a school librarian and a volunteer. The content of these training sessions was: understanding the concept of the library as an extension of the classroom, basic facts and activities of library management, and library enrichment activities. Volunteers were given a portfolio of material to use in developing their understanding of what they

could do as library and/or resource center assistants, and the handbook, "The Vital Volunteer."

As a result of the training, volunteers acquired the skills to assist in the circulation of books, shelving and filing books, processing new books, expanding the vertical file, issuing overdue notices and library management activities. Volunteers who had previous training* attended an advanced session where volunteers acquired the skills to assist students in developing library skills, in giving book talks and making library displays. Volunteers in two schools who did not attend the general training session received training in their own schools by their principals and other volunteers received on-job training by the school librarians and/or District Coordinator.

Evaluation of Objective 4:

The data to evaluate this objective indicates most of the project activities were oriented toward getting sufficient volunteers to meet the requests to keep libraries open, rather than evaluation, since many elementary schools had no librarian, or only a part-time librarian or library clerk.

In one elementary school library with a pupil attendance of 837, where there was no librarian or library-clerk, data was collected to assess the impact of V.I.E. Prior to V.I.E. services, this library was maintained by a parent volunteer one day a week for five hours. When Volunteers in Education were assigned to provide the additional four days of service, student use of the library increased by more than 640 students per week.

In one elementary school where there was no library at all, 12 volunteers set up a library, staffed it five days a week, making library service available to the 271 pupils attending the school.

* 105 volunteers attended workshops previous to current project year

Within the Kansas City School District, approximately 30 elementary schools are presently without libraries or resource centers. V.I.E. has previously (during 1970-71) and will in future (upon request from the principal and coordinator of school libraries) assign a team of six volunteers, who have been trained, to set up a library. "Set-up" activities include collecting various books and centralizing the collection in each school, cataloging the books and preparing the library for operations.

In summary, there are limited statistics to indicate over-all achievement of this objective; however, evidence does indicate positive benefits to students due to volunteer efforts. Existing data and that to be collected during the 1972-73 school year will further evaluate progress. The present state of this objective indicates good volunteer support which suggests probable success at goal achievement.

Objective 5:

Teachers, in Special Education classrooms where volunteers have been requested and assigned will increase the amount of time devoted to instructional activities and individualized instruction by 30%.

Activities to Achieve Objective 5:

To achieve this objective, 81 volunteers were assigned to Special Education classes in Kansas City, Missouri District Schools. Volunteer service was distributed to meet the following special student needs:

| Student Impairment | Number of Volunteers | Estimated Students Served | Based on Class Size |
|---|---|---|---|
| Speech and Hearing | 18 | 54 | (5 students) |
| Mental Retardation | 61 | 549 | (10 students) |
| Learning Disabilities | 2 | 2 | (One-to-one relationship) |
| Total | 81 | 605 | |

Special Education Workshops, entitled, "Yes, He Can!" were conducted with 53 volunteers taking the training. Two workshops were designed to train volunteers working in special areas, i.e., working with children with learning disabilities and the mentally handicapped. A third workshop was held for volunteers working with children with speech difficulties. The session on mentally handicapped children was presented by Miss Marjorie Farrell, District Coordinator of Special Education. The session on children with learning disabilities was presented by Miss Betty Wymer, Director of Project H.O.L.D., and the session on children with speech and hearing problems was conducted by Mrs. Evelyn Y. Allen, Specialist in speech and hearing for the District.

The content of these training sessions was: discussions devoted to understanding the handicapped child, how his/her handicap affected his/her ability and level of achievement. Emphasis was placed on the fact that the handicapped child, even with more than one handicap can learn and can achieve. Volunteers were shown through demonstrations and film, how vital their role could be in the Special Education classroom and for each Special Education child.

Volunteers were given a portfolio of materials to use in making special instructional aids to learning for the handicapped and a copy of the handbook, "The Vital Volunteer." A portion of the training was spent in a workshop period with volunteers making these aids and learning to use them.

As a result of the training, volunteers acquired skills in preparing instructional materials, giving individual attention to some children, working with small groups, and providing immediate reinforcement of teachers' instructions and guidance.

Volunteer service continued to be made available, whenever possible, to assist children with visual disabilities and to prepare materials using large

type for the partially sighted.

Upon a special request from the Speech and Hearing Specialist for volunteers to assist the speech and hearing handicapped classes, 13 students from Avila College Speech Department assisted 10 speech correction teachers, in the elementary schools, on an experimental basis. The speech correction teachers were unanimous in requesting that the program be continued and enlarged next year.

Four volunteers were assigned to an all-day speech and hearing class at one high school. There were 15 students in the class of varying ages with primarily hearing problems and with some speech problems.

Evaluation of Objective 5:

This objective was evaluated through response to the Questionnaire to college students, personal interviews with community volunteers and testimonials from a principal and a teacher. Volunteers were asked to respond to the following questions: "Do you think teachers had more time to devote to instruction on the day you were there by 10-25%, 25-50%, or more than 50%." "Do you think you helped your special student improve by 10-25%, 25-50%, or more than 50%." The replies were as follows:

| Volunteer Perception of Percentage Increase in Teacher Time in Classroom | Frequency of Response | Volunteer Perception of Percentage Increase in Tutored Student Performance | Frequency of Response |
|---|---|---|---|
| 10 - 25% | 1 | 10 - 25% | 11 |
| 25 - 50% | 16 | 25 - 50% | 7 |
| More than 50% | 2 | More than 50% | 1 |
| No Answer | 1 | No Answer | 1 |
| Total | 20 | | 20 |

The following testimonial from a principal and a teacher indicates the progress made by special education students: Mr. Birch, Head Teacher of the Speech and Hearing Class at Southwest High School said, "I had no idea that the volunteers would relate so well with the students, help them progress so quickly or give the teachers so much extra time to work with other students. Having volunteers present gave us an extra two to three hours each day for further instruction." Mr. Matkin, principal at Allen Elementary School, said, "Retarded children appeared to progress much further with the individual attention the volunteers gave."

In summary, although measurement of this objective is not precise, verbal and written testimonials indicate volunteers are performing a significant service for special education students.

Objective 6:

The community will become involved in participating in the educational program of the Kansas City, Missouri School District, and will demonstrate support for the program by the increased numbers of individuals volunteering in the program. It is anticipated that the number of volunteers will increase by 50% during the first project year.

Activities to Achieve Objective 6:

Community involvement included 1,214 volunteers representing all levels of the social and economic scale with each volunteer bringing his/her own special skills to the program. These volunteers participated in varied activities to achieve program objectives.

One type of involvement to meet the objectives is service on the V.I.E. Advisory Board. The Advisory Board is composed of 12 members with each member a chairman of a working committee. The Advisory Board met for three

hours once a month devoting 396 volunteer hours to the project. In addition 20 volunteers serving on board committees gave an estimated 250 hours to the program.

In order to further meet this objective, linkages with the community educational institutions in the Kansas City Metropolitan area were established. Avila College offers a course in "Human Growth and Development" in which participation in V.I.E. is an elective activity. Penn Valley Community College had a similar arrangement in a course entitled, "Early Childhood Development." Both Research and St. Luke's Hospitals, as part of their "Human Growth and Development" courses, provide an opportunity for student nurses involvement with V.I.E. Contacts have been made with faculty members of the University of Missouri, Kansas City, and Park College at Parkville, Missouri to cooperate in supplying volunteers from their departments or classes to meet requests to fill specific student needs. Students from the math and sociology classes at U.M.K.C. and the Education Department at Park College's Study/Action/Program participated as V.I.E.'s.

Several business firms in Kansas City have initiated contacts with V.I.E. to provide structured and meaningful voluntary participation for their employees. It is expected that these contacts will develop into active voluntary participation during the 1972-73 school year.

Evaluation of Objective 6:

Community involvement and participation in the V.I.E. program increased almost 100% during the first project year. V.I.E. has established extensive overall community involvement, a good voluntary participation on their Advisory Board, and cooperation from the educational community. Involvement of business and industrial firms is in the beginning stages and is expected to develop.

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Objective 7:

Community resource volunteers, who are experts in specific fields outside of the school system, will volunteer their services to the school and the students for curriculum and student enrichment.

Activities to Achieve Objective 7:

Two special projects were in operation to enrich the curriculum in the 1971-72 school year. These projects were in the areas of art and law, and involved a total of 74 volunteers.

The art program, to augment the P.T.A. "Picture Lady Program" provided opportunities for 15 additional volunteers to participate. Twelve volunteers attended a training workshop entitled, "Learning thru Art," presented by Miss Rosemary Beymer, District Coordinator for Art. The content of this session was a beginning art appreciation learning -- helping children to develop seeing skills for picture enjoyment.

A more elaborate curriculum enrichment activity, through the Lawyers' Committee on Urban Affairs, was performed by volunteer practicing lawyers and law students from Kansas City, Missouri. Thirty-four lawyers and 25 law students, each committing 20 hours of volunteer time during March through the middle of May, met with 45 classrooms in 11 high schools and were in contact with 1,200 students. In 38 classrooms volunteer lawyers augmented Family Relations classes, while in 7 classrooms they supplemented classes on Consumer Education. Both classes met daily for one hour. Two modular mini courses were held at one junior high school.

The objectives of this program were as follows:

(1) To impart to participating students a practical working knowledge of those aspects of the law which would be directly affecting their lives as they obtain jobs and establish families.

(2) To involve the students in discussions designed to help develop analytic thought processes and an awareness of the complexity of the considerations which face the decision makers in our legal process.

To achieve these objectives several areas of law were surveyed including criminal, drug, law relating to urban problems, and contemporary constitutional issues (rights, school law and speech). The Lawyers' Committee on Urban Affairs prepared the material used by V.I.E. for the curriculum enrichment. More than 100 pages of course material was made available for the lawyers, law students and teachers. The students received a 12-page handout of materials.

Of the 45 classrooms where presentations were made, 11 classrooms had a team of either two lawyers or a lawyer and a law student, and the remaining 34 classrooms had a volunteer lawyer.

A survey was made of 466 students receiving this program. Seventy percent of the students indicated they discussed the course content with their parents, which would indicate the relevance of the material. More than half of the students surveyed reported more than two such discussions with their parents. More than 80 percent discussed program information with their friends outside of school, while half the sample surveyed reported more than two such discussions.

When the students were asked whether they would like the lawyers back next year, 90 percent agreed. Sixty percent indicated that such a course should provide more time to meet with the lawyers. Teachers assessed the students' reactions to the lawyers and indicated 80 percent of the students were favorable and 20 percent neutral.

Several testimonials by students indicated a favorable perception of their experience: " ...He (the lawyer) was down to earth about what he

talked about and explained all complicated words and situations to the point that you could understand it." "Things I didn't know and my mother didn't know, we know now!" "Making people aware of various laws is a necessity ...as important as eating." "If more people knew more about the laws, they could really believe the laws were made to protect people..."

Teachers responded with several testimonials: "After the program was over many of my students wanted to know when the lawyer would be returning because many questions had come up that they wanted answered." "The legal education project for high schools enriched the consumer education curriculum. Some strengths were: a reliable source of legal facts for the students' problems as they arose, legal information handouts, and personal contact with a lawyer."

The lawyers also assessed their program. Fifty-five of 59 lawyers and law students indicated they wanted to participate next year. Forty-five lawyers indicated they knew other lawyers who would like to participate. Testimonials from lawyers included: "I enjoyed teaching in a high school teaching program and felt it was of value to me in that (a) I was able to brush up on my knowledge of the areas of law discussed; and (b) it was rewarding to reach the students in areas where they needed knowledge and in which theretofore they had no training." "I think that the objectives of this program are unassailable and the program should definitely be continued."

The only negative criticism to the program was the lack of time. Students felt there was not enough time to meet with the lawyers. This objection may be met during the next year by developing a two-semester course. In addition, the course may be offered to junior level students where longer contact may provide a greater opportunity for the student to acquire information about the law. Additional course or topic areas of law have been suggested

including: juvenile, labor, insurance, tax, abortion and child abuse laws.

Evaluation of Objective 7:

During the first project year, V.I.E. developed the Community Resource volunteer for curriculum and student enrichment in two areas, art and law.

No attempt was made to measure the effect of the art (Picture Lady) volunteer. However, the fact that principals are requesting this enrichment program would indicate that this kind of service has made a contribution and has met with some success.

The legal education enrichment program is a well conceived and developed program which is sensitive to the issues facing the high school student. The support for continuance of the program with nearly all volunteer lawyers and law students plus additional volunteers wanting to participate points to the lawyers' evaluation of the program as a useful investment of their professional time.

Any further programs, in law and other areas, are of potential interest to V.I.E. The main criteria for V.I.E. involvement is the program's compatibility with present program objectives, adequate volunteer resources and mutual interests of the groups concerned.

## Other Volunteer Services

Some additional school needs were met by volunteers, who engaged in activities not necessarily in the project's objectives:

(1) Thirty-seven volunteers assisted in school health rooms. These volunteers served a critical need, since District budget cuts reduced the availability of nurses to serve in schools.

(2) Seventeen volunteers performed clerical duties and 3 volunteers

assisted the school staff on the playground and in the lunchroom.

(3) Three volunteers having professional training in music assisted the music teachers and one volunteer assisted an instrumental music teacher.

(4) One college student volunteer assisted in drama at Karnes Theater.

(5) One volunteer worked with children in the middle primary grades at one school in creative drama.

(6) Ten volunteers contributed 200 hours making 47 aprons needed for two Follow Through classes using the Behavior Analysis Program.

(7) Three volunteers assisted in the Mail Room at the Board of Education.

## Additional Data Analysis of the Program

In addition to the evaluation of the objectives, a basic set of questions remained regarding the extent of volunteer involvement and overall program operations. These questions generally concerned several sets of relations including the V.I.E. staff with volunteers, teachers and principals; and volunteers with teachers and principals.

In the previously cited survey of 136 community and college student volunteers, 121 reported they were placed according to their interests and abilities. College student volunteers were asked whether they had good rapport with their teachers-- 31 of 32 reported yes, while all 32 stated good rapport with students. College student volunteers did point to problem areas in the relationship between the volunteer and teacher. The general problem areas tended to reflect the teachers' inability to clearly define the volunteers' role in the classroom. Those teachers who did develop good relationships with volunteers elicited volunteer comments like: "The children seemed

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to feel very confident when they asked me questions and their teacher never interferred with my help or corrected me in front of them."

Ninety-eight of 104 community volunteers reported good rapport with the teachers, while some negative responses did emerge. Typical of the volunteer responses were: "The teacher was marvelous in indicating what she wanted done." "The teacher explained how she wanted something done and never made me feel ignorant." "I needed more time to talk with the teacher." "I found her (the teacher) difficult to communicate with."

When community volunteers were asked whether the teacher used their services to the maximum, 90 of 104 indicated a positive response. Several comments expressed by volunteers indicated a greater need for planning and coordination between the teacher and volunteer to allow for maximum use of volunteer service.

When volunteers were asked whether the training they received was adequate for their assignment, 93 indicated yes, 32 responded more training could be used and 11 had no answer. Most of the volunteers had high praise for the training. Some volunteers indicated more training was needed in special education and math. Several volunteers who said they needed no training indicated their qualifications by the possession of a teaching certificate.

When asked of the 104 community volunteers in what areas they were of the most assistance to the teacher, they had multiple replies such as: 42 mentioned individual instruction; 18 responded "just being there as an extra helper;" 12 mentioned removing children from crowded classrooms for individual instruction; several mentioned clerical or supervision activities and 6 mentioned a statement similar to "ask the teacher" indicating they were uncertain of their contribution or hesitated to assess it.

When the community volunteers were asked what skills and techniques

were most useful during their assignment, the following multiple responses were reported most frequently: 50 mentioned skills learned in the workshops, 12 reported listening and guiding discussion skills; 14 reported past training and experiences; 6 mentioned the Handbook for Volunteers, "The Vital Volunteer," which they used as a guide and for "new ideas;" 4 reported no skills useful for the assignment and 15 didn't answer.

A good indicator of the worth of the program to the volunteer is whether they plan to continue next year. Ninety-two of 104 volunteers reported their desire to continue volunteer service; 6 indicated they were undecided; and 6 indicated they had other commitments. Ninety of 104 volunteers indicated they wished to serve in the same school next year, while 10 indicated they wished a new assignment. Of the 80 volunteers who did not complete their assignment during 1971-72, the most frequent reasons given were: employment, moving out of town, illness, lack of time and in several instances problems arising in schools due to student unrest, and change of assignment.

All 136 volunteers were asked to suggest recommendations to improve V.I.E. Eighty-one reported no improvements were necessary. Thirty-three reported greater details in workshops were desirable and 22 gave no answer. These suggestions were mentioned three or more times: more materials, recruit more volunteers, better organization of relations between the volunteer, teacher and principal, training teachers in how to utilize volunteer service, a "rap session" with other volunteers to share experiences, and volunteer recognition.

An evaluation of 12 principals indicated they all wanted the program to continue next year. The most frequent request for additional volunteer service for next year was in libraries, special education, health and counselor's office. Principals reported that in 10 of 12 situations the general

reaction of the staff to volunteers was good with only two situations described as fair. Similarly, 10 of 12 principals supported strongly the statement that volunteer service appreciably relieved the staff of non-professional tasks, freeing them for more instructional duties. The only criticism of the volunteers was an occasional incidence of irregular attendance. The principals' expectation of volunteers' continued regular service was almost similar to that of a paid employee's commitment to regular attendance on the job. Eleven of 12 principals cited incidences of volunteers improving achievement of the students. In several incidences, a student was continually truant from school, but never missed a day when the volunteer was present. That retarded children appeared to progress faster when volunteer service was given to special education students was often mentioned.

Ten of 12 of the principals believed the orientation and training of the volunteers was satisfactory. However, only 6 of 12 principals felt that teachers understand the role of the volunteer and utilize volunteer service to the maximum. Nine of 12 principals felt the liaison between them and the V.I.E. program proved to be satisfactory.

In summary, the additional survey findings will be incorporated into V.I.E. future training workshops to facilitate more effective use of the volunteer. In particular, emphasis will be on informing principals and teachers about effective utilization of volunteers and a continued emphasis on training the volunteer toward "professional volunteer service."

## Dissemination Activities

The Volunteers in Education have had a rather broad dissemination of their organizational literature. In addition to all volunteers receiving the hand-

book, "The Vital Volunteer," 24 requests came from throughout the United States and one from Canada for the manual. Volunteers attending each of the training sessions received workshop packets containing literature and materials which they could use in order to perform their volunteer service professionally.

As indicated previously, all the volunteer lawyers and law students in the legal education enrichment program received their own literature as well as distributing handouts to students on relevant issued.

In addition to training-oriented dissemination, V.I.E. recruitment and public relations employed several techniques and modes of media. The following represents the major V.I.E. dissemination activities:

(1) Articles and announcements in area and neighborhood newspapers, church bulletins, organization and college publications.

(2) Talks were given by the project coordinator and recruiter to organizations, retired persons clubs, schools, P.T.A. and parent groups, and classes in colleges and universities in the metropolitan area.

(3) More than 2,200 pamphlets or flyers were distributed to various organizations for their distribution. Included among the groups were: New Neighbors League of Kansas City, Welcome Wagon, T.W.A. Hostess Headquarters, Women's Resource Service and Co-Swap.

(4) Fourteen posters were displayed at colleges, shopping centers, the Art Institute and in airline hostess headquarters.

(5) An information and recruiting booth was made available to V.I.E. at the Landing Shopping Center for four days and at the Ward Parkway Shopping Center for six days during fall and spring recruitment.

The Kansas City, Missouri School District's publication "We Care" frequently highlighted V.I.E. activities and the "P.T.A. Bulletin" carried announcements of V.I.E. activities. The National Volunteers in Education

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publication, "Volunteer Viewpoints," spotlighted the V.I.E. program in Kansas City, Missouri. In addition, local radio and television spot public-service announcements informed Kansas Citians of V.I.E. activities and as a potential group for volunteer service.

Although all the dissemination efforts resulted in persons volunteering to participate in the project, some were more successful than others. The most successful were:

(1) Talking to college professors, instructors and students in their classes, and organizations.

(2) The information and recruiting booths.

(3) Talking to P.T.A. and parent groups.

Two college instructors said that they liked to cooperate with Volunteers in Education because "V.I.E. presented a well organized, well-thought-out program which offered their students a chance to be of service to students in the School District and at the same time advance and improve their own techniques."

The information booth, in addition to disseminating information to the Kansas City community and recruitment of volunteers, also reached six principals and numerous persons from outside the Kansas City area who requested additional materials.

The least successful, in relation to recruitment of more volunteers, was the "Welcome Wagon." It could be because it reached people who were too new in the community to know what time they had available and what they wanted to do.

## Recognition of Volunteers

Many of the schools using volunteers had some form of recognition of the volunteers' service--in assemblies, special coffees and/or notes from teachers and principals.

At the end of the first project year, a Certificate of Appreciation* from the administration was sent to each Volunteer in Education who completed his/her assignment, recognizing the volunteer's service as a vital contribution in fulfilling student needs. The enthusiastic response to this recognition indicates the value and importance of recognizing volunteer service, not only as a public relations plus, but instrumental in volunteer retention.

* Appendix D

APPENDICES

Appendix A -- Evaluation Questionnaires

Appendix B -- Reference Form and Assignment Forms

Appendix C -- Summary Statistics

Appendix D -- Certificate of Appreciation

Appendix A

VOLUNTEERS IN EDUCATION
The School District of Kansas City, Missouri
1211 McGee Street

Your cooperation in answering the Evaluation Questionnaire below will be most helpful in the assessment of the total Volunteers in Education program, and will be sincerely appreciated.

# E V A L U A T I O N  Q U E S T I O N N A I R E

Name: _____

School Served: _____

Teacher or staff member you assisted: _____

1. How many hours did you work weekly? (approx). _____

2. Briefly describe what you did _____

_____

3. Were you placed according to your interests, available time? Yes ___ No ___

4. Did you have good rapport with the teacher? Yes ___ No ___

with the children? Yes ___ No ___

Comments _____

_____

5. If you were a classroom assistant, do you think you increased the amount of time the teacher had for more pupil instruction by 10% to 25% ____, 25% to 50% ____, more than 50% ____? (Special Education included)

6. If you were a tutor, do you think you helped your student increase his/her competency in the subject matter by 10% to 25% ____, 25% to 50% ____, more than 50% ____? (Special Education included).

7. Did your teacher use your service to the maximum? Yes ___ No ___

8. Do you think you received adequate training before your assignment?

Yes ___ No ___ Comments: _____

9. In what areas were you the most help to the teacher? _____

_____

10. What skills and techniques were most useful during your assignment?

_____

11. Do you plan to continue as a volunteer for the next school year?

Yes ___ No ___ Comments: _____

12. Do you wish to serve in the same school? Yes ___ No ___

13. What suggestions can you make to help the V.I.E. program be of greater service to you? _____

_____

# VOLUNTEERS IN EDUCATION
## PRINCIPAL'S EVALUATION OF VOLUNTEER ASSISTANCE

School or site:

Principal:

1. Would you like to have volunteer assistance continued at your school next year? Yes ___ No ___

2. What kind of services have volunteers best provided? _____

_____

3. What new kinds of services would you like to have volunteers provide?

_____

4. What has been the general reaction of the staff to the volunteer?
Good ____ Fair ____ Poor ____

5. Have the volunteers established sound working relationships with the staff?
Yes ____ No ____

6. Has volunteer service appreciably relieved your staff of non-professional tasks? Yes ___ No ___ Comments _____

_____

7. Has the help given by volunteers been a factor in improving the achievement of children who received it? (If possible, please cite specific statistics).

_____

_____

8. Have the orientation and training of the volunteer been satisfactory?
Yes ___ No ___

9. Do you feel that teachers understand the role of the volunteer and utilize volunteer services to the maximum? Yes ___ No ___

10. Has the liaison between you and the V.I.E. program proved satisfactory?
Yes ___ No ___ Comments _____

_____

11. What suggestions can you make to help the V.I.E. program be of greater service to you? _____

_____

_____

VOLUNTEERS IN EDUCATION

# HIGH SCHOOL LEGAL EDUCATION PROJECT

## PARTICIPATING HIGH SCHOOL TEACHER QUESTIONNAIRE

This questionnaire is aimed at trying to improve the legal education project you participated in this spring. A general question dealing with your own opinions regarding the program has been placed last so that you will have plenty of writing space in which to elaborate if you so desire. An attempt has been made to phrase all of the other questions in a manner so that they can be answered briefly and quickly. You should not, however, feel constrained by the questions; indeed, you are encouraged to add any comments or suggestions at the end of the questionnaire regarding matters not specifically covered by one of the questions. Finally, if you would like to discuss more fully your written comments please do not hesitate to call Gordon Gee at work [842 8411] or at home [362 2707].

1. Your name: _____

2. The school in which you teach: _____

3. Given your experience with this project, do you favor more teaching about law in the public schools?

   Yes  Indifferent  No.

[Comment]

4. How would you assess your students' overall reaction to the high school legal education project?

   Favorable  Neutral  Unfavorable

[Comment]

5. Which area of the law do you think your students were most interested in? _____ Least interested in? _____

[Comment]

6. How would you assess your students' ability to grasp the legal concepts which you thought were important?

   High  Medium  Low

[Comment]

7. What kind of a reception did the lawyer (or lawyers) who worked in your class receive from your students?

POSITIVE NEUTRAL NEGATIVE

[Comment]

8. Did the lawyer (or lawyers) working in your class go

TOO FAST TOO SLOW or ABOUT RIGHT?

[Comment]

9. In class, did the lawyers ask TOO MANY TOO FEW or ABOUT THE RIGHT number of questions?

10. If you had the choice, would you invite the lawyers back next year for MORE PERIODS FEWER PERIODS or ABOUT THE SAME NUMBER?

11. Did the lawyer answer the students' questions and let the class participate or did he lecture too much?

12. What areas of the law would you like the course to cover that it left out this year?

13. Do you think it would be possible for a regular high school classroom teacher to present the legal materials used in this year's project?

YES NO

If yes, what kind of special training would the teacher need, if any?

14. How would you characterize your feelings toward the success of this year's high school legal education project? This is a general "catch-all" question designed to elicit your comments and suggestions for improvement in regard to, among other things, the following aspects of the project: (1) strengths; (2) shortcomings; (3) format; (4) materials used; (5) organization and coordination; (6) benefit or enjoyability to you; (7) benefit to students; (8) topics which should be covered and weren't; (9) topics which were covered and should have been omitted; (10) possible alternatives to the present project (for example, see question 13 above; expand the project to a full semester's course;etc.) (Please use other side of paper).

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Thank you again!

VOLUNTEERS IN EDUCATION

# HIGH SCHOOL LEGAL EDUCATION PROJECT

## PARTICIPATING LAWYER QUESTIONNAIRE

This questionnaire is aimed at trying to improve the legal education project you participated in this spring. A general question dealing with your own opinions regarding the program has been placed last so that you will have plenty of writing space in which to elaborate if you so desire. An attempt has been made to phrase all of the other questions in a manner so that they can be answered briefly and quickly. You should not, however, feel constrained by the questions; indeed, you are encouraged to add any comments or suggestions at the end of the questionnaire regarding matters not specifically covered by one of the questions. Finally, if you would like to discuss more fully your written comments please do not hesitate to call Gordon Gee at work [842 8411] or at home [362 2707].

1. Your name: _____

2. The school in which you taught: _____

3. The number of classroom hours you taught: _____

4. How many hours were spent on each subject?

| | | |
|---|---|---|
| Criminal Law _____ | Welfare Law _____ | Housing Law _____ |
| Family Law _____ | Civil Rights _____ | Consumer Law _____ |
| Automobile Law ____ | Draft Law _____ | Free Speech Law____ |
| | | School Law _____ |

5. How would you assess your students' overall reaction to the high school legal education project?

FAVORABLE NEUTRAL UNFAVORABLE

[Comment]

6. Which area of the law do you think your students were most interested in? _____ Least interested in?_____

[Comment]

7. How would you assess your students' ability to grasp the legal concepts which you thought were important?

HIGH MEDIUM LOW

[Comment]

8. What kind of a reception did you receive from the public school teacher in whose class you taught?

POSITIVE NEUTRAL NEGATIVE

[Comment]

9. The teaching materials which were provided for you are in need of revision and updating. Would you be willing to serve on a committee of 3 - 6 members that would revise and update the present materials for one of the topics taught between now and September, 1972? (This should not require too much time especially if you have a degree of expertise in the topic area.)

YES NO

If yes, what topic?

10. Would you be willing to volunteer as a teacher again next year?

YES NO

[Comment]

11. Do you think you could recruit any members of your firm or other lawyers you know as additional volunteer teachers next year?

YES NO

12. How would you characterize your feelings toward the success of this year's high school legal education project? This is a general "catch-all" question designed to elicit your comments and suggestions for improvement in regard to, among other things, the following aspects of the project: (1) strengths; (2) shortcomings; (3) format; (4) materials used; (5) organization and coordination; (6) benefit or enjoyability to you; (7) benefit to students; (7) topics which should be covered and weren't; (8) topics which were covered and should have been omitted; (9) possible alternatives to the project (for example, teach public school teachers to present the materials; expand the project to a full semester's course, etc.) (Use other side).

Thank you again!

# HIGH SCHOOL LEGAL EDUCATION PROJECT

## STUDENT QUESTIONNAIRE

This questionnaire is aimed at trying to improve the law teaching conducted in your class this spring. Please put any additional comments or suggestions about how to make the law course better on the next page.

1. What subjects did you enjoy most? Rank them 1, 2, 3, etc., from best to worst. Put an "O" in next to any subject your class didn't discuss at all.

| Rank | Subject | Additional Comments, if any, on each subject |
|---|---|---|
| ( ) | A. Criminal Law (including drug law) | A. |
| ( ) | B. Draft law | B. |
| ( ) | C. Family law | C. |
| ( ) | D. Housing law | D. |
| ( ) | E. Automobile law | E. |
| ( ) | F. Consumer law | F. |
| ( ) | G. Welfare law | G. |
| ( ) | H. Free Speech law. | H. |
| ( ) | I. Civil Rights Amendments | I. |
| ( ) | J. School law | J. |

2. As a result of your experience in the law sessions:

   Do lawyers seem MORE HONEST MORE CORRUPT or ABOUT THE SAME as far as ethics go as you thought before?

   Does the law seem FAIRER EVEN MORE UNFAIR or ABOUT THE SAME in achieving justice as you thought before?

   Does the law seem SIMPLER MORE COMPLICATED or ABOUT THE SAME in complexity as you thought before?

3. Compared to the number of times you participate in discussion in your other classes, did you talk in your law class MORE OFTEN LESS OFTEN or ABOUT THE SAME?

4. Did the lawyers teaching in your class go TOO FAST TOO SLOW or ABOUT RIGHT?

5. In class, did they ask TOO MANY TOO FEW or ABOUT THE RIGHT number of questions?

6. Did the lawyers pass out TOO MUCH TOO FEW or ABOUT THE RIGHT amount of reading material?

7. If you had the choice, would you invite the lawyers back next year for MORE PERIODS FEWER PERIODS or ABOUT THE SAME NUMBER?

8. Did you ever talk with your parents about the legal subjects discussed in class? SEVERAL TIMES ONE OR TWO TIMES NEVER?

9. Did you ever talk with friends outside of class about the legal subjects discussed in class? SEVERAL TIMES ONE OR TWO TIMES NEVER?

10. Did the lawyer answer your questions and let the class participate or did he lecture too much?

11. What areas of the law do you want the course to cover that it left out this year?

12. ADDITIONAL COMMENTS:

VOLUNTEERS IN EDUCATION

# HIGH SCHOOL LEGAL EDUCATION PROJECT

## PARTICIPATING LAW STUDENT QUESTIONNAIRE

This questionnaire is aimed at trying to improve the legal education project you participated in this spring. A general question dealing with your own opinions regarding the program has been placed last so that you will have plenty of writing space in which to elaborate if you so desire. An attempt has been made to phrase all of the other questions in a manner so that they can be answered briefly and quickly. You should not, however, feel constrained by the questions; indeed, you are encouraged to add any comments or suggestions at the end of the questionnaire regarding matters not specifically covered by one of the questions. Finally, if you would like to discuss more fully your written comments please do not hesitate to call Gordon Gee at work [842 8411] or at home [362 2707].

1. Your name: _____

2. The school in which you taught: _____

3. The number of classroom hours you taught: _____

4. How many hours were spent on each subject?

| | | |
|---|---|---|
| Criminal Law _____ | Welfare Law _____ | Housing Law _____ |
| Family Law _____ | Civil Rights _____ | Consumer Law _____ |
| Automobile Law _____ | Draft Law _____ | Free Speech Law ___ |
| | | School Law _____ |

5. How would you assess your students' overall reaction to the high school legal education project?

FAVORABLE NEUTRAL UNFAVORABLE

[Comment]

6. Which area of the law do you think your students were most interested in? _____ Least interested in?_____

[Comment]

7. How would you assess your students' ability to grasp the legal concepts which you thought were important?

HIGH MEDIUM LOW

[Comment]

8. What kind of a reception did you receive from the public school teacher in whose class you taught?

POSITIVE NEUTRAL NEGATIVE

[Comment]

9. The teaching materials which were provided for you are in need of revision and updating. Would you be willing to serve on a committee of 3 - 6 members that would revise and update the present materials for one of the topics taught between now and September, 1972? (This should not require too much time especially if you have a degree of expertise in the topic area.)

YES NO

If yes, what topic?

10. Would you be willing to volunteer as a teacher again next year?

YES NO

[Comment]

11. Do you think you could recruit any other law students or lawyers you know as additional volunteer teachers next year?

YES NO

12. Do you think first year law students are equipped to do this type of teaching?

YES NO

[Comment]

13. How would you characterize your feelings toward the success of this year's high school legal education project? This is a general "catch-all" question designed to elicit your comments and suggestions for improvement in regard to, among other things, the following aspects of the project: (1) strengths; (2) shortcomings; (3) format; (4) materials used; (5) organization and coordination; (6) benefit or enjoyability to you; (7) benefit to students; (8) topics which should be covered and weren't; (9) topics which were covered and should have been omitted; (10) possible alternatives to the project (for example, teach public school teachers to present the materials; expand the project to a full semester's course, etc.) (Use other side)

terview Date _____
hool Assignment _____
Day & Time _____
ganization _____
erral _____

VOLUNTEERS IN EDUCATION
School District of Kansas City, Missouri
1211 McGee Street BA-1-7565 Ext. 250

## Volunteer Reference Form

Mr.
Mrs.
iss _____
Last Name (Please Print) First Name Name of Spouse

Home Address _____ Zip Code _____ Tel. _____

Age Bracket: Student ____ 20 to 40 ____ 40 to 60 ____ Over 65 ____

Level of Education: Elementary ____ High School ____ College ____ Degree ____

Work Experience _____

Previous Volunteer Experience _____

Have you worked with children? _____ Where? _____

Special interests, skills, hobbies _____

Grade level preferred: Primary ____ Intermediate ____ Secondary ____

Service preference: Classroom ____ Tutoring: Reading ____ Math ____
Library ____ Special Education _____ Clerical ____
Head Start ____ Follow Through ____

School preference: 1st choice _____ 2nd choice _____ none__

Volunteered day and time: 1st choice _____ 2nd choice _____

Any health problems which would limit your activities? _____

Transportation: Car ____ Public Transportation ____

In case of emergency please notify: (Your doctor and one other person)

| Name | Address | Telephone |
|---|---|---|
| | | |
| | | |

VOLUNTEERS IN EDUCATION

The School District of Kansas City, Missouri
Board of Education Building
1211 McGee Street

BA-1-7565
Ext. 250

Mrs. Evelyn LeVine
Coordinator (Specialist)
Volunteers in Education

Dr. Gordon E. Wesner
Director, Dept. of
Instructional Services

Date _____

School _____

Address _____

Dear

This reference form will introduce a Volunteer in Education assigned to your school.

The volunteer has been directed to report to you upon arrival at the school and that you will direct her/him to the specific assignment in his/her area of service.

NAME _____ PHONE _____

ADDRESS _____ ZIP CODE _____

REPORTING DATE _____ TIME VOLUNTEERED _____

Area of Service Preferred _____ Grade Level _____

Skills and Interests _____

EDUCATION _____

NOTE:

If you have any questions, please do call us.

Sincerely,

Evelyn LeVine

Evelyn LeVine

EL:mg

Vol. Ref. Form 10-71

VOLUNTEERS IN EDUCATION

The School District of Kansas City, Missouri
Board of Education Building
1211 McGee Street

BA 1-7565
Ext. 250

Mrs. Evelyn LeVine
Coordinator
Volunteers in Education

Dr. Gordon E. Wesner
General Director of
Instructional Services

Dear

Welcome to Volunteers in Education!

We hope you will find your contribution of service to the students in our schools as rewarding as it is appreciated.

You have been assigned to:

School _____ Principal _____

Address _____ _____ Phone _____
Time

Your Reporting Date _____ Volunteered _____

Area of Service _____

When you arrive at the school, please report directly to the principal, who will be expecting you. He/She will direct you to your specific assignment.

If you have any questions, please do not hesitate to call.

Sincerely,

Evelyn LeVine

Evelyn LeVine

EL:mg

Summary Statistics -- Volunteer Distribution

| V.I.E. Service in Schools | No. Schools Using V.I.E. | Community Volunteers* | Student Volunteers | Total Volunteers | No. Male | No. Female | No. Min. | Total Vol. Hours |
|---|---|---|---|---|---|---|---|---|
| Elementary | 75 | 806 | 208 | 1,014 | 125 | 889 | 131 | 85,000 |
| Junior High | 4 | 55 | 12 | 67 | 7 | 60 | 23 | 4,940 |
| Senior High | 11 | 61 | 32 | 93 | 64 | 29 | 6 | 3,980 |
| Total | 90 | 922 | 252 | 1,174 | 196 | 978 | 160 | 93,920** |
| Other Volunteer Contributions to the Program: | | | | | | | | |
| Advisory Board and Committee Members | | | | 30 | | | | 650 |
| Special Activities | | | | 10 | | | | 200 |
| Total Volunteer Participation in V.I.E. Project | | | | 1,214 | | | | 94,770 |

* includes P.T.A. and parent volunteers

** 32 volunteers served 3-5 days/week
11 " " 2 " "
32 " " 1 " "
36 " " 6 hours/week
59 " " 20 hours/semester
1,004 " " 3 hours/week

Appendix C

Summary Statistics - Volunteer Area of Service

| Areas of Service | | Number of Volunteers |
|---|---|---|
| Reading tutors | | 225 |
| Math tutors | | 51 |
| Classroom assistants | | 356 |
| Head Start | (125) | |
| Follow Through | ( 11) | |
| Regular classes | (220) | |
| Special Education | | 81 |
| Library - Resource Center | | 327 |
| Health office | | 37 |
| Playground | | 3 |
| Clerical | | 17 |
| Music | | 3 |
| Art Enrichment | | 15 |
| Legal Curriculum Enrichment | | 59 |
| Advisory Board/Committee Members | | 30 |
| Special Activity | | 10 |
| Total | | 1,214 |

Appendix C

Summary Statistics -- End-of-Service Interviews

| Reasons for not Completing Assignment | Number |
|---|---|
| Lack of time | 12 |
| Went back to work | 5 |
| Transportation problem | 2 |
| Moved out of city | 4 |
| Change of volunteer interest | 4 |
| Reassignment to different school | 13 |
| No reason given | 1 |
| Illness | 7 |
| Didn't feel needed | 7 |
| School problems - student unrest | 25 |
| Total | 80 |
| Reassigned | - 13 |
| Total - dropped out of program | 67 |

# Certificate of Appreciation

## The Kansas City, Missouri School District

wishes to gratefully acknowledge
the vital service of

_____

as a

**Volunteer in Education**

during the 1971–1972 school year.

The generous dedication of your time and talent has helped immeasureably to enrich the educational experience of children and has added new dimension to the school program.

ERIC Clearinghouse
JUL 17 1973
on Adult Education

Andrew S. Adams
Superintendent

W. Hackman
Assistant Superintendent
School Support and Development

THE SCHOOL DISTRICT OF KANSAS CITY MISSOURI

Gerald E. Wesner
Director Instructional
Services and Development

Evelyn L. Ware
Cordinator – Volunteers
in Education